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ABSTRACT

This self-instructional module, one volume of a series of competency-based modules in human relations skills for occupational specialists, is designed to help the specialist better understand the nature of children's behavior and the processes that both impede and facilitate the development of constructive attitudes and behavior patterns for work and life. Other modules in this set of three are Basic Counseling for Personal Concerns for the Occupational Specialist, and Basic Vocational Counseling Skills for the Occupational Specialist. The module provides a prospectus, which details objectives and explains how to use the module; a flow-chart, which illustrates the self-instructional process; a pre-assessment quiz; and a work plan in chart form. Instructional activities (reading assignments and learning activities) are listed for each of the 8 enabling elements or lessons. The enabling elements deal with roles of the occupational specialist in counseling parents, children's misbehavior, assessing a problem behavior sequence, punishment, natural consequences, encouragement, barriers to effective communication, and horizontal communication. Each lesson includes a self-test; a post-assessment covering the entire module and a bibliography complete the booklet. (JAC)

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Basic Parent Counseling Skills for the Occupational Specialist

COMPETENCY-BASED MODULAR SERIES

F. Donald Kelly
Joyce M. Chick, *Editor*

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This public document was promulgated at a cost of \$1,482.72, or \$1.65 per copy, to provide instructional materials in human relations skills for occupational specialists.

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Basic Parent Counseling Skills for the Occupational Specialist

Prepared by:
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Joyce M. Chick

A C K N O W L E D G M E N T S

The Division of Vocational Education would like to thank Joyce M. Chick, of Florida State University, who directed this project, and F. Donald Kelly, also of Florida State University, who prepared the materials for this module.

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P R E F A C E

Competency-based Modular Series on Human Relations Skills for Occupational Specialists

Through grant funding by the Florida Department of Education, Division of Vocational Education, three sets of competency-based modules have been developed on Human Relations Skills for Occupational Specialists.

The need for self-instructional materials to provide competency-based training in human relations skills was identified through needs assessment research conducted by a doctoral candidate with occupational specialists in the state. Prior to the development of this modular series, no available materials in the area of human relations skills training addressed the particular needs of occupational specialists, although this type of personnel is frequently confronted with the need for human relations

skills in working with students, administrators, parents, and businesspeople in the private sector. Therefore, it is anticipated that the instructional materials in this series will serve a timely need.

The modules included in this set address three areas of human relations skills: (1) Basic Personal Counseling Skills, (2) Basic Vocational Counseling Skills, and (3) Basic Parent Counseling Skills. Each module specifically ties its skills to a vocational orientation and to the job setting of the occupational specialist.

When occupational specialists develop their abilities in the above areas, their job performance should be enhanced, and they should be better equipped to meet the needs of those whom they serve.

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P R O S P E C T U S

The ability of the occupational specialist to help parents help their children rests on an understanding of some basic concepts and ideas about children, their behavior, and parent-child interaction. Without these basic understandings, the occupational specialist would be able to operate on little more than a trial and error basis in helping parents to facilitate healthy personal and vocational development.

It has become increasingly apparent in all human service professions that the family unit, especially the parents, plays a crucial role in the creation and maintenance of personal values and behavior patterns in children. This is especially true for the development of their attitudes toward work. For this reason, occupational specialists, along with all helping professionals, need to aid parents in the difficult task of encouraging their children to develop in healthy and appropriate directions.

The purpose of this instructional module is to help the occupational specialist to better understand the nature of children's behavior and the processes that both impede and facilitate the development of constructive attitudes and behavior patterns for work and life.

Objectives of the Module

After having read resource materials, observed children's behavior, and completed structured exercises, the occupational specialist will be able to achieve the following objectives:

1. Identify three important work-related

attitudes that can be strongly influenced by parents and explain what important influence parents lose when the parent-child relationship disintegrates.

2. Identify the goals and characteristics of children's misbehavior.
3. List and explain the steps involved in the assessment of a problem behavior sequence and describe typical parental reactions to misbehavior.
4. List two major problems associated with the use of punishment as a method of discipline and explain why parents use punishment so commonly.
5. Explain and give examples of natural and logical consequences and list two guidelines to help parents apply these concepts.
6. Explain what is meant by encouragement, identify two self-concepts of a courageous person, and identify encouragement strategies.
7. List three categories of vertical communication, give an example of each, and identify characteristics of barriers to communication.
8. Define horizontal communication, explain the appropriate criterion for evaluating what a person does, and identify two categories of nonverbal interaction that can be considered horizontal communication.

Working through the Module

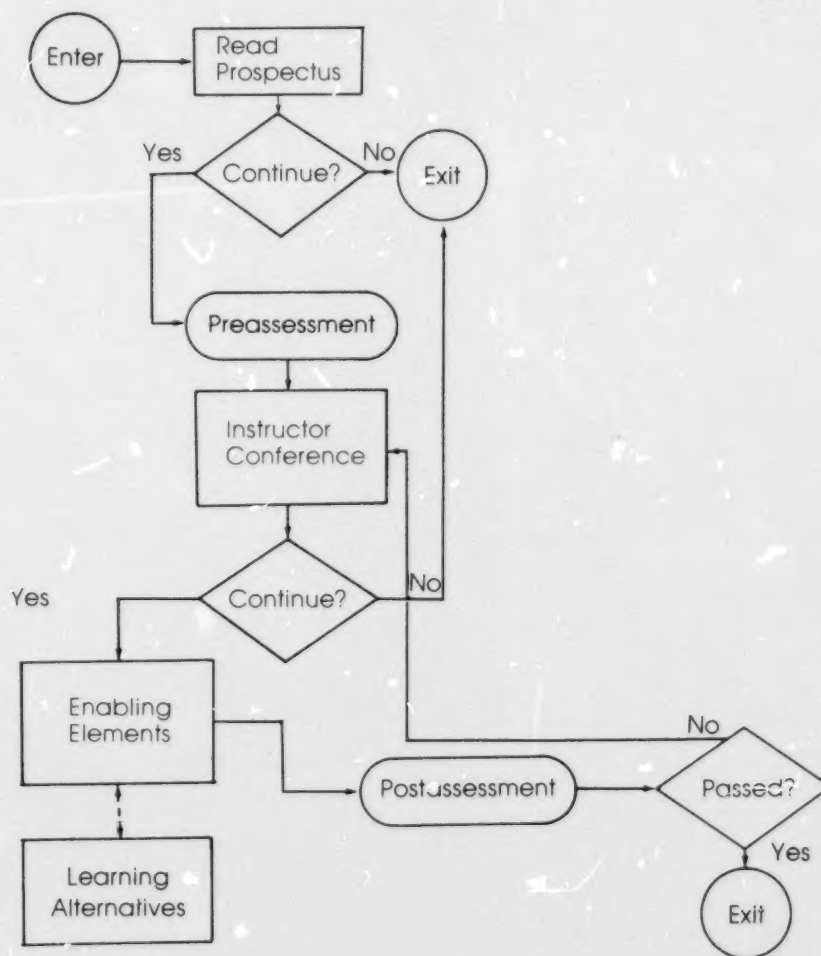
A flowchart is presented on the following page to help you progress through this module.

After you have read the Prospectus and decided to continue, you will begin by filling out the Preassessment. This test will help you select the enabling elements you need to complete. You may wish to discuss the results of your Preassessment and your choice of enabling elements with your instructor or counselor before you proceed further.

A module work plan is included to assist you in planning your activities in the module and to provide you with a format for remembering your ideas as you work through your selected objectives.

A Postassessment appears after the last enabling element. You should complete this form after you have accomplished all the elements that you have selected.

M O D U L E F L O W C H A R T



P R E A S S E S S M E N T

Please evaluate your knowledge of basic parent counseling skills by circling the letter before the appropriate response for each item below. On the basis of the instructions following the answers you choose, decide on a work plan to meet your needs in completing the objectives of the module. You may wish to consult with a supervisor or instructor in constructing your work plan.

1. Can you explain two reasons why parent counseling is an important role for the occupational specialist?
 - A. Yes
 - B. No (complete Enabling Element 1)
 - C. Not sure (complete Self-Test 1)
2. Can you list the four goals of children's misbehavior and give an example of each goal?
 - A. Yes
 - B. No (complete Enabling Element 2)
 - C. Not sure (complete Self-Test 2)
3. Can you list and explain the four steps involved in the assessment of a problem behavior sequence?
 - A. Yes
 - B. No (complete Enabling Element 3)
 - C. Not sure (complete Self-Test 3)
4. Can you describe three negative side effects associated with the use of punishment in disciplining children?
 - A. Yes
 - B. No (complete Enabling Element 4)
 - C. Not sure (complete Self-Test 4)
5. Can you explain how the concept of consequences of behavior differs from that of punishment?
 - A. Yes
 - B. No (complete Enabling Element 5)
 - C. Not sure (complete Self-Test 5)
6. Can you explain the concept of encouragement and give two encouragement strategies?
 - A. Yes
 - B. No (complete Enabling Element 6)
 - C. Not sure (complete Self-Test 6)
7. Can you identify three barriers to effective parent-child communication?
 - A. Yes
 - B. No (complete Enabling Element 7)
 - C. Not sure (complete Self-Test 7)

8. Can you explain what is meant by horizontal communication and give examples of two categories of horizontal communication?
- A. Yes
 - B. No (complete Enabling Element 8)
 - C. Not sure (complete Self-Test 8)

M O D U L E W O R K P L A N

(to be filled out with instructor's assistance)

Enabling Elements	To Be Completed	Completed	Notes and Comments
1. Identify three important work-related attitudes that can be strongly influenced by parents and explain what important influence parents lose when the parent-child relationship disintegrates.			
2. Identify the goals and characteristics of children's misbehavior.			
3. List and explain the steps involved in the assessment of a problem behavior sequence and describe typical parental reactions to misbehavior.			
4. List two major problems associated with the use of punishment as a method of discipline and explain why parents use punishment so commonly.			
5. Explain and give examples of natural and logical consequences and list two guidelines to help parents apply these concepts.			
6. Explain what is meant by encouragement, identify two self-concepts of a courageous person, and identify encouragement strategies.			
7. List three categories of verbal communication, give an example of each, and identify characteristics of barriers to communication.			

M O D U L E W O R K P L A N

(to be filled out with instructor's assistance)

Enabling Elements	To Be Completed	Completed	Notes and Comments
8. Define horizontal communication, explain the appropriate criterion for evaluating what a person does, and identify two categories of nonverbal interaction that can be considered horizontal communication.			

E N A B L I N G E L E M E N T 1

After having completed the assigned instructional activities, you will be able to identify three important work-related attitudes that can be strongly influenced by parents, and you will be able to explain what important influence parents lose when the parent-child relationship disintegrates.

Instructional Activities

Complete activities 1 and 2. Then take Self-Test 1. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for the remaining item until you are able to complete the element successfully.

1. Read the following section on "Parent Counseling: An Important Role for the Occupational Specialist."
2. Read the introduction to: Carroll, M. "Parents: Counseling and Communication." The School Counselor 23 (May 1976): 319.
3. Read: Kelly, F. Donald. "The Counselor's Role in Parent Education." The School Counselor 23 (May 1976): 332-338.

Parent Counseling: An Important Role for the Occupational Specialist

The customary and typical task of the occupational specialist has been that of providing individual and group guidance to youngsters on issues such as vocational decision making, job-seeking behavior, and career opportunities. These activities have brought the occupational specialist into direct contact with children and adolescents, forging a valuable link which must be maintained and even upgraded.

In addition, however, the occupational specialist has an important role to play in working with the family system that shapes the vocational attitudes and behavior of the child. This contact makes sense from both a developmental and a remedial standpoint. During the childhood and adolescent years, each individual develops a pattern of attitudes, dispositional traits, and behaviors that will serve, for better or for worse, in dealing with life's major challenges. One of these major challenges is the choice of a field of work and an occupation. The parents and family, either through conscious design or haphazard action, play an important role in preparing the child for this challenge, since they greatly influence crucial work-related attitudes and habits such as cooperation, responsibility, impulse-control, frustration-tolerance, and social maturity. Most parents want their children to develop these attitudes and habits; however, many fail to accomplish these objectives.

The discrepancy between these desired goals and the obtained outcomes often lies in parents' inability to understand their children's behavior and to respond to it constructively. This inability to respond in a healthy, constructive manner often contributes to the disintegration of the parent-child relationship, and when this occurs, the parents lose their potency as figures of identification and modeling for their children. Consequently, parental values are ignored or rejected, and the many positive contributions that parents would be able to make are wasted.

The occupational specialist can help parents develop a more constructive relationship with their children and thus regain a position of influence in their children's lives.

From a developmental standpoint, occupational specialists can help parents to examine their current styles of parenting and

family management. In addition, they may help parents to encourage positive attitudes and behavior patterns toward work. In so doing, the occupational specialist may be able to increase the likelihood that the children will develop into independent, cooperative, and responsible workers and human beings.

E N A B L I N G E L E M E N T 2

After having completed the assigned instructional activities, you will be able to identify the goals and characteristics of children's misbehavior.

Instructional Activities

Complete activity 1. Then take Self-Test 2. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "The Four Goals of Children's Misbehavior."
2. Read pages 57-67 in: Dreikurs, R., and Soltz, V. Children: The Challenge. New York: Hawthorne Press, 1968.
3. Read pages 17-33 in: Dinkmeyer, D., and McKay, G. Raising a Responsible Child. New York: Simon and Schuster, 1973.
4. Practice observing the behavior of a child in your own life. Try to identify the goal of the child's misbehavior.

The Four Goals of Children's Misbehavior

Many parents find the behavior of their children very confusing and perplexing. They wonder: "Why is my child behaving this way?" There are a number of popular notions available to explain children's behavior. The supporters of "heredity" would say that behavior, like physical characteristics, is primarily inherited. Another notion is that children go through "stages" of development that dictate certain behavior patterns (e.g., the terrible twos). Finally, some people believe that all behavior is caused by a

variety of stimuli in the physical or social environment.

While there may be some elements of truth in all of these positions, one has the feeling that something important is missing from each of them. A major problem is that these models for understanding behavior do not clarify "why" a particular child is acting in a certain manner. Consequently, parents are left wondering what, if anything, can be done about heredity, stages, and environmental causes.

A more practical and commonsense approach to understanding children's behavior was introduced by Dreikurs, who believed that all behavior was purposive or goal directed. Some general purposes underlying everyone's behavior are the desire to belong socially and to feel safe, secure, and satisfied in life. Each person then develops patterns of thinking, feeling, and behaving that he or she thinks will achieve these basic outcomes.

When children become discouraged, they are more likely to act in misbehaving ways to achieve their sense of belonging and security. Dreikurs classified the misbehavior of children into four basic goal categories that represent what the child is attempting to achieve through the behavior. These four goals are:

1. attention getting
2. power
3. revenge
4. a display of inadequacy

Attention Getting

Children with the attention-getting goal believe that their position of significance and importance (in family, school, and society) is contingent upon their constantly being in the limelight. There are many methods children might use to achieve this objective.

Hyperactivity, clowning, showing-off, excessive charm, bashfulness, fearfulness, and messiness are a few typical examples. Often, children will start out with more socially acceptable methods of getting attention, such as performing or making cute remarks; however, when these methods fail to get the desired result, some children will resort to more annoying and less acceptable behavior.

Power

It often happens that parents' efforts to reduce the attention-getting behavior of their children will become increasingly forceful, controlling, and power oriented. Under such circumstances, the child often begins to fight back and resist the parents' corrective efforts. Children who develop the goal of power feel they are significant only when they are the boss. They derive a great deal of personal satisfaction from demonstrating that adults cannot "make" them do anything they do not want to do. Acquiescing to the authority of a powerful adult would be equivalent to loss of personal value and significance. This demonstration of power and rebellion may be seen in temper tantrums, arguing, lying, stubbornness, laziness, or forgetfulness. When an intense power struggle exists between parent and child, no issue in the relationship is too trivial to be used as an occasion for challenge.

Revenge

The third goal of misbehavior—revenge—often comes from an intensification of the power struggle. In the battle for power the child sometimes feels hurt, put down, and subdued by the stronger adult. In this situation, he or she does not feel liked or appreciated, nor does any sense of power remain. What is important now for the child is to retaliate for all the real or imagined hurts that have been inflicted by others. Thus, the primary goal for this child becomes revenge and retaliation. This goal may be reflected in vicious and destructive acts, stealing, bed-wetting, promiscuity, drug abuse, and other behavior that would bring pain, hurt, and suffering to parents.

Display of Inadequacy

When all other paths to importance and significance are viewed as blocked, the child often gives up and withdraws into a position of hopeless inadequacy. This inadequacy may be total or only in certain areas where the child anticipates failure. The child's motto is "Better never to have tried at all, than to have tried and failed." One of the primary purposes of this behavior for the child is to protect himself or herself from continual disappointment, defeat, hurt, and failure. A child operating from this goal may act hopeless, lazy, unmotivated, stupid, and inept.

Self-Test 2

1. List the four goals of children's misbehavior.
2. For each of the four goals, give at least two examples of children's misbehavior.

E N A B L I N G E L E M E N T 3

After having completed the assigned instructional activities, you will be able to list and explain the steps involved in the assessment of a problem behavior sequence, and you will be able to describe typical parental reactions to misbehavior.

Instructional Activities

Complete activity 1. Then take Self-Test 3. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Assessment of a Problem Behavior Sequence."
2. Read pages 180-187 in: Dinkmeyer, D., and Carlson, J. Consulting. Columbus, Ohio: Charles E. Merrill, 1973.
3. Read pages 40-48 in: Haring, N.G., and Phillips, E.L. Analysis and Modification of Classroom Behavior. Englewood Cliffs, N.J.: Prentice-Hall, 1972.
4. Practice assessing children's behavior, utilizing the four steps outlined in this element.

Assessment of a Problem Behavior Sequence

It is not enough for parents merely to know the four goals of children's misbehavior. They must also be able to observe the behavior of their child and determine which specific goal is motivating that behavior. This knowledge will help parents to avoid responding to misbehavior in negative ways and will provide a guide for a positive and

constructive approach. For example, a child may be acting silly, loud, and obnoxious in order to gain special attention. If parents respond by correcting, admonishing, or threatening punishment, then, by giving the child special attention, they have unwittingly reinforced the goal **and** the behavior with their response. Similarly, power, revenge, and inadequacy should not be dealt with by force, punishment, and hopelessness. These responses would only serve to reinforce the child's intentions (goals) and the behavior patterns supporting these goals. Constructive approaches for dealing with children's misbehavior will be dealt with in a later element.

To help parents determine the specific goal(s) of their children's misbehavior, an assessment of the problem behavior sequence should be performed. There are four steps in this valuable and relatively simple technique.

1. State the problem in specific terms.
2. Identify the parents' emotional reaction to the problem behavior.
3. Recognize the parents' behavioral reaction to the child's misconduct.
4. Observe the child's response to correction.

Specific Statement of Problem

Sometimes, when asked to describe their children's behavior, parents will reply that their children are lazy, irresponsible, hyperactive, or destructive. These labels, which are emotionally loaded and an indication of the parents' high level of frustration, are virtually useless for un-

derstanding the child's behavior, because they are so vague and nonspecific. "Irresponsible" could apply to many ways of acting. In order to get a concrete, specific picture of the problem, the consultant might ask: "In what way is the child irresponsible?" Hearing that the child frequently forgets to take out the trash and empty the dishwasher provides far more helpful and specific information. As a general rule of thumb, every statement of action that is not clear to the consultant should be challenged with "Could you be more specific?"

Parents' Emotional Reaction

Although the child's actions serve some purpose or goal, it is important to keep in mind that typically the child is unaware of what that goal is. Often, the behavior can best be understood by observing its consequences, and one of the important consequences is the parents' emotional reaction. The parents' feelings point to the child's goal. For example, if the parents feel annoyed and irritated by the child's behavior, then the purpose is most likely attention. On the other hand, if the parents feel angry, provoked, challenged, and ready to do battle, then the behavior is probably designed to show the child's power. Vengeful or retaliatory acts on the part of the child are likely to result in the parents' feeling hurt, embarrassed, humiliated, or disgraced. Finally, the child's withdrawal into inadequacy usually leaves parents feeling helpless, despairing, and frustrated.

Parents' Behavioral Reaction

Another important clue to the purpose of the child's actions is the behavioral reaction of parents.

The typical parental response to attention-getting behavior (hyperactivity, clowning, etc.) is one of reminding, scolding, nagging, or coaxing. While this response usually brings about a temporary halt to the misbehavior, it also reinforces this pattern as a method likely to gain parental attention. It is important to remember that most children would prefer to be attended to in a negative way than to be ignored.

In the midst of power struggles, many adults are tempted to exert their legitimate parental authority in controlling, subduing, and forcing children to do what they should. Sometimes parents succeed in overpowering their children through force, threats, or coercion. However, the victory is usually only temporary, and the battle may erupt at another time over another issue. In the process, children learn about the value of force and power in interpersonal relationships, and usually become more convinced than ever that "might makes right."

The parents of children operating out of revenge frequently feel like retaliating and getting even for the hurt and humiliation their children put upon them. It is often out of their own emotional pain that adults lash out with demeaning comments or harsh physical punishment. As one can imagine, it is within this atmosphere that the conditions for child abuse are explosively primed. This parental response serves only to deepen the discouragement that the child already feels.

Finally, quite often parents respond to the withdrawn and inadequate child by throwing up their hands in despair. They feel defeated, and consequently they ignore, neglect, and try to avoid this constant reminder of their own inadequacy.

Child's Response

The final clue to the goal behind childrens' misbehavior is their reaction to parental correction or reprimand. Attention-getting children temporarily stop the annoying behavior when corrected, but usually they will resume the same (or another) annoying behavior a short time later. Power-oriented children often intensify the action when challenged or corrected by parents. A reprimand seems only to fuel the fire of those striving to be boss. Similarly, children operating out of revenge will often intensify the pattern of vicious, vengeful acts when corrected. It seems as though they go out of their way to be ugly, or to make themselves

disliked. For the inadequate child, whose parents have given up in despair and thus do not even attempt to reprimand or correct, there is no need for any response.

Summary

In summary, it is important to follow four basic steps in understanding the behavior of the child. First, get a clear, concrete picture of the behavior itself. Secondly, discover the parents' feelings about the behavior itself. Thirdly, determine what the parents do (specifically and concretely) in response to the problem. Finally, watch how the child reacts to the parents' reprimand or correction.

Self-Test 3

1. List the four steps involved in the assessment of a problem behavior sequence.

2. What are the typical emotions that parents experience when children misbehave to achieve the following goals?

Attention Getting

Power

Revenge

Display of Inadequacy

3. How do parents often respond behaviorally to a child who throws a temper tantrum or demands to have his or her way?

E N A B L I N G E L E M E N T 4

After having completed the assigned instructional activities, you will be able to list two major problems associated with the use of punishment as a method of discipline, and you will be able to explain why parents use punishment so commonly.

Instructional Activities

Complete activity 1. Then take Self-Test 4. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Problems with Punishment as a Method of Discipline."
2. Read pages 72-73 in: Dinkmeyer, D., and McKay, G. Systematic Training for Effective Parenting: Parent's Handbook. Circle Pines, Minn.: American Guidance Services, 1976.
3. Read pages 15-18 in: Dreikurs, R., and Cassel, P. Disciplining without Tears. New York: Hawthorne Books, 1972.
4. Observe the reaction of children when verbal or physical punishment is employed in discipline.

Problems with Punishment as a Method of Discipline

How to motivate children to behave properly and to do as they should poses a dilemma for many parents. In trying to guide, direct, and properly discipline their children, parents often resort to a system based primarily upon punishment such as spankings and verbal reprimands. This method of

discipline is attractive to parents because it gets quick, though not lasting, results.

When dealing with the issue of discipline, it is important to consider the human relationship factors that come into play. A system of discipline that relies upon punishment seems best suited for an autocratic environment. Discipline, in this type of environment, is based upon the sole direction of those persons in power and control. This method of discipline seems to assume a vertical structure of interpersonal relationships that makes a distinction between the superior parent and the inferior child. The parent, who is the authority, sets the standards of behavior for the child. In addition, the punishments for transgressing these standards are arbitrarily defined by the parent. The advantages for the parent in the autocratic tradition are those of a magistrate with supreme power. The behavior of the child can be manipulated and controlled easily by precise commands, harsh threats, and swift, retributive "justice" when the child refuses to comply. The child's worth is often determined by his or her willingness to conform to and blindly obey the parent in power. Essentially, the child is dependent upon the whims and fancies of the controlling parent who must be appeased. The key to discipline in the autocratic milieu is for the authority figure to gain control of the child needing to be disciplined.

The negative side effects of this approach are numerous. First, it may develop a behavior pattern and personality style of sterile conformity and blind obedience. For a

child with this type of character, the locus of control for managing and dealing effectively with life will be external to himself or herself. This child may experience feelings of impotence, inferiority, and dependency, or he or she may learn to cope with such a system through avoidance and escape. Often, a generalized avoidance response is developed toward the punishing parent, while the child continues to engage in the misbehavior in the parent's absence. This generalized avoidance of the punishing parent destroys the strength of the parent-child relationship, undermines the parent's ability to further influence the child's behavior, and reduces the parent's potency as a model for identification.

Another factor to consider is that the very use of punishment often sets the stage for rebellion, power struggles, and retaliation as children grow older and seek to establish themselves as independent and autonomous individuals. Finally, punishment may teach children an unfortunate lesson about the use and abuse of power. They may formulate the conviction that "power makes right," and then act out that conviction in their everyday relationships with others.

An awareness of these potential problems caused by punishment should encourage parents and professionals to act cautiously when employing punishment and to seek alternative strategies whenever possible.

Self-Test 4

1. Identify three negative side effects or problems associated with the use of punishment.

2. Describe the general type of parent-child relationship that develops from an excessive use of punishment.

3. Explain why punishment is so often selected by parents as the method of choice in disciplining their children.

E N A B L I N G E L E M E N T 5

After having completed the assigned instructional activities, you will be able to explain and give examples of natural and logical consequences, and you will be able to list two guidelines to help parents apply these concepts.

Instructional Activities

Complete activities 1 and 2. Then take Self-Test 5. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Natural and Logical Consequences as an Alternative to Punishment."
2. Read pages 62-82 in: Dreikurs, R., and Gray, L. Logical Consequences. New York: Hawthorne Books, 1968.
3. Read pages 76-85 in: Dreikurs, R., and Soltz, V. Children: The Challenge. New York: Hawthorne Books, 1964.
4. Practice designing and implementing natural and logical consequences in your daily work with children.

Natural and Logical Consequences as Alternatives to Punishment

An alternative to punishment, and a potentially more constructive method of disciplining children, lies in a strategy of using natural and logical consequences. In general, consequences reflect the reality and structure of the natural and social order, and the emphasis of this strategy centers upon learning and accepting responsibility for one's behavior. Rather than being punitive, it

speaks to the issues of cooperation and accountability. Consequences teach the "iron-clad logic" of social living, where every social (and anti-social) action will beget a predictable and logical social reaction. This democratic approach to discipline seeks not to manipulate or control children, but to develop internal controls by teaching responsibility and alternative means of constructive behavior. It attempts to provide children with a choice for responsible, independent, and cooperative self-reliance.

Stressing natural consequences confronts the child with the reality of the unbending and uncompromising laws of nature. As human beings, we are all governed by the laws of gravity, centrifugal force, hunger, and thirst. For example, if one does not satisfy nutritional needs, one will then experience the natural consequence of hunger. The individual who does not get an adequate amount of rest or sleep will experience the consequence of fatigue. Natural consequences occur without adult or parental intervention. The adult need not prod, urge, or coax a child to get an adequate amount of sleep or to finish his or her meal; the natural consequence itself will teach the important lesson. The value of natural consequences is that since they come into play whether or not an adult is present, they permit the child to learn from the intrinsic laws of reality.

Logical consequences, on the other hand, express the reality and power of the social order, which is not the same as the power of personal authority. Social order includes the necessity for cooperation and

participation that all people need to practice so that the community can function effectively. Logical consequences are developed and initiated by parents and are based upon and related to the behavior demonstrated by the child. For example, a child who decides not to brush his or her teeth may experience the consequence of not eating sweets or candy. Along the same lines, a child who "forgets" to be home for dinner at 6 p.m. may eat cold leftovers or even miss dinner entirely. Finally, carelessness that results in broken windows, torn books, or destroyed property may be repaid using the child's savings or allowance. All of these consequences are logically and directly related to the misbehavior.

It is important for the problem situation to be discussed with the child during a non-conflict time and for the logical consequences of a particular behavior to be developed mutually between parent and child. The ultimate effectiveness of a consequence is dependent upon its being logically and accurately related to the inappropriate behavior, and its being paired with a supportive environment and systematic developmental training.

The successful application of natural and logical consequences requires thoughtful adherence to a particular set of principles. The following guidelines should help parents apply consequences in a positive and constructive manner:

1. Provide choices or alternatives, rather than force, whenever possible. For example, two siblings may be given the choice of stopping their fighting in the house or continuing it outside, away from the parents. In addition, it is helpful

to involve children in the process of generating consequences for certain misbehaviors.

2. Avoid an angry and threatening tone of voice when applying consequences. Firmness and kindness will help the child view the disciplinary measure as a consequence rather than a punishment.
3. Be certain that the consequence is logically and directly related to the misbehavior. If there is little connection between the misbehavior and the parental response, the parent will likely be viewed by the child as arbitrary, authoritarian, and punitive.
4. Assure children that even though they handle things improperly or act inappropriately in the present, they will be allowed to try again in the near future. For example, as a consequence of eating sloppily, parents might excuse a child from the dinner table. They may, however, say, "Tomorrow night we will again try to eat together as a family."
5. If the misbehavior continues, then parents must extend the time that elapses before the child is allowed to try again. For example, suffering the consequences of two days without one's bicycle may be sufficient to correct reckless bike riding. If the recklessness continues, however, parents may have to increase the time to a week or two.
6. Realize that consequences are strategies designed to help children see themselves as responsible for and in control of their own behavior. As a result, parents must be patient; consequences may take several weeks to work.

Self-Test 5

1. How does the concept of consequences of behavior differ from punishment?
2. Describe the difference between natural and logical consequences.
3. Give two examples of a natural consequence.
4. Give two examples of a logical consequence.

E N A B L I N G E L E M E N T 6

After having completed the assigned instructional activities, you will be able to explain what is meant by encouragement, identify two self-concepts of a courageous person, and identify encouragement strategies.

Instructional Activities

Complete activity 1. Then take Self-Test 6. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Encouragement: A Constructive Approach to Motivation."
2. Read pages 36-56 in: Dreikurs, R., and Soltz, V. Children: The Challenge. New York: Hawthorne Books, 1964.
3. Read pages 33-44 in: Dinkmeyer, D., and McKay, G. Systematic Training for Effective Parenting: Parent's Handbook. Circle Pines, Minn.: American Guidance Services, 1976.
4. Read: Main, F.O. "Special Time: A Necessary but Underrated Strategy." The Individual Psychologist 15 (December 1978): 40-46.

Encouragement: A Constructive Approach to Motivation

Parents are so often concerned with controlling, managing, and disciplining their children that they often lose sight of an even more important parenting strategy. A process many mental health professionals believe to be absolutely crucial to the effectiveness of

any program of child rearing and family management is that of encouragement. What is encouragement? It is both a condition and a process, and it applies both to the child who becomes courageous and to the process that facilitates that outcome. The courageous youngster possesses an attitude of self-confidence and adequacy, rather than fearfulness and hesitancy. This youngster can perceive a situation, a task, or a problem in terms of possible actions and solutions rather than as potential threats and dangers.

Courage, in the present context, is not synonymous with bravery, bravado, daring, or recklessness. The actions of the courageous child will have different consequences than those of a reckless child. Both will take risks; but the former will do so with prudence and judiciousness, while the latter will act impetuously, without a careful assessment of the situation. Actually, the daring, reckless child only appears courageous. Beneath the surface layer of bravado usually lies an attitude of pessimism and an expectation of failure. Further, reckless children actually set themselves up for difficulty and failure by their carelessness and neglect of necessary caution.

The key element of courage is confidence in oneself and in one's ability to cope successfully with the various situations and problems that continually arise in life. From an internal perspective, the courageous person would possess the following self-attitudes: "I can do it; I can handle the problem; I am valuable; I am needed."

These children are not so foolhardy as to

believe that there are no dangers, no defeats, and no failures in life. But they have the capacity to continue working toward solutions. They accept the notion that continued effort is often just as important as the ultimate accomplishment. Although they recognize that they will make mistakes and fail periodically, they continue to persist and try without giving up in despair.

At a behavioral level, courageous children are much more active than their discouraged counterparts. Their energy level is more constant, and they are able to persist longer and in a more sustained way in the face of frustration, road blocks, and difficulties. Courageous children have a greater tolerance level for frustration. Small difficulties and inconveniences don't get them down as easily as these problems thwart discouraged children.

Courageous children also have a perspective that stretches beyond themselves. They are confident of their place in the group and their acceptance among others. Consequently, their actions are often socially oriented as they reach out to contribute and cooperate with others.

One way of understanding encouragement is to look at the other side of the coin, at the discouraged person and at the processes that have led to that discouragement. A discouraged youngster is one whose attitude is one of "I cannot do it; I can't handle this new challenge; I am not valuable; I am not needed; I am not important." For the discouraged individual, making a mistake or an error is a tragedy. If one tries and fails, then all is lost. This child quickly loses enthusiasm, motivation, and the will to try.

At a behavioral level, discouraged children may be characterized by passive, retiring actions or active, destructive behavior. They may be those children who sit in the back of the classroom like bumps on a log and who stare into space. They may be those children who are convinced that they cannot be best at anything good, so they become best at everything bad.

Discouraged children usually feel alienated. Much of their motivation and action involves an effort to hide themselves, their inadequacies, their weaknesses, and their fears about their own inabilities. At times, discouraged children do this with a hostile angry bravado, and with an over-compensation of strength and confidence that belies the frightened, inadequate, incompetent individuals underneath.

Parents must be very attentive to the development of their children as either encouraged or discouraged individuals. Implementation of the following principles and strategies will help to promote an attitude of courage and a competent behavior style.

1. Value children the way they are. One does this by finding something of value to focus upon and to compliment the child about, even if it is only some effort that the child has made. Secondly, one must separate the deed from the doer. When correcting children, one must focus upon the inappropriateness of the behavior, while maintaining a respect for the child as a person of dignity and value.
2. Use words that build the child's self-esteem and sense of adequacy. Parents have considerable capacity and countless opportunities to build the

child's self-esteem and adequacy by indicating pleasure and satisfaction in any accomplishment or effort that the child has made. When a child is facing a particularly difficult task, the parent can help him or her prepare for the task by conveying to the child the attitude "You can handle it." Even if the child is not completely successful, the parent should make sure the child knows that he or she has not slipped in the parent's estimation.

3. Plan for experiences that are guaranteed to give success. For example, parents can help children select tasks that the children want to do and will be able to do successfully, thus giving them regular opportunities to demonstrate competency and success. In this way, parents might make use of the tactic of successive approximation as they help children to break down larger tasks into smaller, more manageable components.
4. Parents must be friendly, reach out to each child, and share themselves with each child in a responsive and empathic way. In this environment, parents need to demonstrate the quality of genuineness. They need to be involved with their children, sharing their feelings, their thoughts, their ideas, and their reactions to situations and issues.
5. Parents may show affection through a kiss, a hug, or an arm around the shoulder. Nonverbal demonstrations of caring and affection are just as important as verbal demonstrations. Children sometimes are very suspicious of words, and for them actions speak much more loudly of one's true intentions and feelings.

6. Use humor liberally. It is important to be able to laugh at oneself and to be able to laugh with children at home. The use of a humorous attitude can often defuse tense, angry situations, while simultaneously modeling a healthy example of how to avoid taking oneself and life's situations too seriously.
7. Spend some regular time in play or other type of interaction with each child. Youngsters need to know that they are important to the parents. The inclusion of this regular "special time" for interaction between parent and child can be very reinforcing and can serve to prevent disruptive behavior.
8. Recognize any attempt or effort by the child to do a job, even if the job isn't done perfectly. Stimulating any effort in a positive, useful direction is the first step toward constructive accomplishment.
9. Avoid emphasizing or focusing on the child's liabilities. It is important that parents avoid criticizing, nagging, or complaining about the many behaviors, characteristics, or traits of children that they may find annoying or disrupting. Taking firm, direct action in the face of misbehavior is very important, but constant criticism can have only a discouraging effect.
10. Parents must show their appreciation of any act of cooperation. The use of "thank you" on the part of the parent toward the cooperative behaviors of their children is very important. One might say, "You made my job easier," or, "I really enjoyed the song you played for us tonight; it made for a very enjoyable evening."

11. Avoid comparing one child with another. Comparisons will usually increase competition in the home, raise

the level of interpersonal anxiety, and lay a fertile breeding ground for conflict and strife.

Self-Test 6

1. Define encouragement.
2. Identify and describe two encouragement strategies.
3. Why is a systematic approach to encouragement so important in child rearing?

E N A B L I N G E L E M E N T 7

After having completed the assigned instructional activities, you will be able to list three categories of vertical communication, give an example of each, and identify characteristics of barriers to communication.

Instructional Activities

Complete activity 1. Then take Self-Test 7. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Barriers to Effective Communication."
2. Read pages 9-25 in: Allred, G.H. How to Strengthen Your Marriage and Family. Provo, Utah: Brigham Young University Press, 1976.
3. Read: Gordon, T. Parent Effectiveness Training. New York: Peter Wyden, 1970.
4. Make a list of the various barriers to effective communication that you find yourself using in daily communication with children.

Barriers to Effective Communication

Effective communication between parents and children is an essential ingredient for the maintenance of a strong and cooperative relationship. Probably no other topic has generated as much interest and concern among parents and professionals alike. At the same time, however, no other parenting strategy has been more abused than that of communication. This has occurred because many parents have failed to understand the

real purpose of communication and, subsequently, have failed to understand the purposes and intentions behind their own efforts to communicate with their children.

At its heart, communication is intended to be an exercise in sharing and cooperation. Its purpose is to exchange information and feelings and to develop common understandings. In many situations, however, verbal interaction is used under the guise of communication in order to influence, control, or manipulate children. Hugh Allred (1976), a prominent marriage and family therapist, referred to this style of interaction as "vertical communication."

Vertical communication is an exercise in competition, one-upmanship, and interpersonal manipulation. While this style is often employed by parents who are autocratic, dictatorial, and overly controlling, it may also be characteristic of parents who are uncertain of their place, unsure of their acceptance, and uncomfortable about their adequacy for the task of parenting.

Vertical communication is characterized by threats, criticism, commands, bossiness, and ridicule. Nonverbal responses include arched eyebrows, a cold stare, a smirk, derisive laughter, or a look of disinterest.

One can also see the presence of vertical communication patterns in children. As a general rule, the more inferior or inadequate children feel, the more skillful they will tend to be in manipulating the emotional responses of others. For example, when a child judges that he or she does not belong, the child may whine, curse, and annoy others in order to keep them involved.

Children who feel inadequate or inferior may continuously elicit supportive responses from parents using vertical communications such as "I'm no good" or "I have no friends." They may also find that a "hangdog" look is usually effective in getting sympathetic responses. The more parents reinforce such vertical communication behavior, the more the child will tend to keep on using it. On the other hand, when children receive reinforcement for communicating about themselves in positive ways, they will tend to keep using positive behaviors.

The following examples show some of the most common vertical statements that tend to serve as barriers to effective parent-child communication.

Bossing, Commanding, Controlling

"I said do it now!"

"Cut that out."

"Never mind, you're going to do what I say—and like it."

"If you're not going to do it right, don't bother doing it at all."

Threatening

"If you do that once more, you're going to get it."

"Do it or else."

"If you don't cut that out, I'm going to put you on restriction for the next year."

"That kind of talk is going to get you into trouble."

Moralizing, Preaching

"What would the good Lord think of talk like that!"

"You shouldn't use that kind of language—its immoral."

Ridiculing, Name Calling

"You're just so immature."

"Why don't you get off your bottom and quit being so lazy?"

"Quit acting like a two-year-old or I'll start treating you like one."

"You're just getting a little too cocky for your own good."

Lecturing, Reasoning, Advising

"That kind of behavior just doesn't make sense."

"What you should do is _____."

"If you just look at what you're doing logically, you'll see that it's going to lead to a dead end."

"Listen to someone who is older and has had more experience."

"When they call you names, just say to yourself: 'Sticks and stones may break my bones, but names can never hurt me.'"

Judging, Evaluating

"You asked for it."

"I could have told you so, but you just didn't study enough."

"I knew from the start—you didn't have a responsible attitude."

"How do you expect people to like you when you are so selfish?"

Questioning, Interrogating

"OK, what have you been up to now?"

"Now about those chores—exactly what did you do and how did you do it?"

"Are you telling me the truth?"

"Where were you tonight?"

Reassuring, Consoling, Sympathizing

"Hey, don't worry about those guys; you can find other friends."

"Don't let it get you down; everyone feels that way at times."

"This is just a stage you're going through—you'll get over it."

"Oh, you poor thing—how could anyone be so bad to you?"

Self-Test 7

1. Define vertical communication.
2. Identify three verbal barriers that characterize vertical communication.
3. Explain the likely effects of using a vertical communication style with children.

E N A B L I N G E L E M E N T 8

After having completed the assigned instructional activities, you will be able to define horizontal communication, explain the appropriate criterion for evaluating what a person does, and identify two categories of nonverbal interaction that can be considered horizontal communication.

Instructional Activities

Complete activity 1. Then take Self-Test 8. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Horizontal Communication: A Path to Constructive Relationships."
2. Read chapters 3 and 6 in: Allred, G.H. How to Strengthen Your Marriage and Family. Provo, Utah: Brigham Young University Press, 1976.
3. Read: Watzlawick, P.; Beavin, J.; and Jackson, D. Pragmatics of Human Communication. New York: Norton and Co., 1967.
4. Practice using techniques from some of the horizontal communication categories in your own interaction with children.

Horizontal Communication: A Path to Constructive Relationships

An alternative to the destructive type of vertical communication described in the preceding module is a style of interaction identified as horizontal communication. It differs from vertical communication in a number of important ways. It involves a

process of moving toward one's loved ones rather than away from them, working with them rather than competing against them, and being concerned about their welfare rather than using them or allowing oneself to be used by them for selfish purposes (Allred, 1976).

Horizontal interaction depends on the acceptance of certain crucial attitudes and values. First, it implies respect and equality in interpersonal relationships. This does not mean that everyone has the same knowledge, experience, confidence, and skill. What it does mean is that all people are equal in their right to be treated with dignity and respect, and in their right to progress and develop unhindered by subjugation.

The person operating from a horizontal stance measures a person's performance of a particular task against a fixed standard that he or she has come to accept. The criterion for that fixed standard is the usefulness and value of the performance for accomplishing a desired goal. One does not measure the value of the performance by comparing it with that of someone else, since such a comparison—which has been found to breed distrust, distance, and inferiority feelings as well as destructive competition in interpersonal relationships—is characteristic of vertical interactions.

In social or work groups operating on a horizontal level, every person's contribution is recognized and accepted for what it is. The worth of each individual's job or effort is, again, tested against the standard of its usefulness and value in accomplishing a task,

solving a problem, or contributing to the common good. Consequently, the teacher, plumber, doctor, or farmer each makes a different, yet equally valuable contribution in performing his or her job well.

Finally, an emotional atmosphere of trust and acceptance, warmth, genuineness, and honesty will all support and nurture the development of horizontal rather than vertical relationships. If these ingredients are present in the home, then the road is paved for the subsequent development of horizontal communication skills.

Horizontal communication is an exercise in cooperation, where people are attempting to exchange thoughts, ideas, and feelings. The horizontal communicator voices observations, seeks meanings, discusses alternatives, gives choices, offers support, and discloses his or her own feelings. At a nonverbal level, this person might put an arm around another person's shoulder, smile warmly, maintain direct eye contact, and be comfortably close to others.

The following categories of verbal interaction, as outlined by Allred (1976), capture the essence of the horizontal communication style.

Presenting Observations

Here the communicator might reveal ideas concerning himself or herself, others, the relationship, and situations or issues of mutual concern. A communication might take the form of thoughts, opinions, reactions and responses to questions, or feedback to others. The following statements would characterize this category of horizontal communication:

"I have an idea that might help us solve that problem."

"I could be mistaken, but this is what I thought happened."

"Lately, it seems that I've been doing a lot of talking, and I don't know what you are thinking."

"I'm not sure this is accurate, but recently it seems like you've gotten upset when I've asked you to do something."

Seeking Meanings

In this category, the communicator may attempt to clarify a misunderstanding, check out the accuracy of his or her perception of a situation, or merely solicit the thoughts, opinions, or feelings of another. This may be accomplished through the use of questions, or of statements made in a questioning tone of voice. The following statements would be representative of this category of communication:

"Did I do something that upset you?"

"This is what I thought happened, but you might have seen it differently."

"I'd like to know what you are thinking about this."

Exploring Alternatives

One of the most effective vehicles for sound decision making and constructive problem solving is the ability to explore options and alternatives. This category of communication emphasizes the use of questions and statements designed to solicit and explore action alternatives. Obviously, such conversation must be conducted in an atmosphere of understanding, respect, and acceptance. The following phrases would be classified under this category:

"Do you have any ideas about how we might resolve this dilemma?"

"What do you think might happen if we

tried my idea?"

"Let's take a look at the pros and cons of both choices."

"How can I be more helpful to you?"

Giving Encouragement

An important goal of communication should be the development of self-confidence and courage in those with whom we interact. This is especially important in communication with children. Statements in this category would focus upon demonstrating acceptance, showing confidence, and highlighting a child's contributions and assets. The following phrases would demonstrate this verbal encouragement:

"It's so nice to have you in our family."

"I noticed how hard you worked on that project. You really did a fine job on it."

"I realize that's a big job, but knowing you, I think you will be able to handle it."

"Thank you for doing those chores this morning. It really helped to make my load lighter."

Expressing Feelings

The sharing of both positive, as well as negative, emotions gives life, vibrancy, and depth to a relationship. Many people, however, stay away from emotions because they are difficult to handle and often lead to confusion and problems. Others, who think they are expressing emotions, actually state judgments and opinions rather than feelings. For example, the phrase "I feel that you are staying out too late" is not a feeling statement at all, but a judgment. Such judgmental communication often leads to barriers and distance in a relationship. The following statements represent a constructive expression of feelings:

"I really enjoy being with you, especially when we talk the way we have tonight."

"I am confused: I don't know where I stand with you."

"I can see that you are angry and hurt. Is it something that I have done?"

"I really get worried and become angry when you stay out so late without letting me know when you'll be in."

"I really feel great when I know I have your support."

Self-Test 8

1. Define horizontal communication.
2. Identify and describe two categories of horizontal communication.

P O S T A S S E S S M E N T

1. a. Identify three important work-related attitudes that can be strongly influenced by parents. (To verify your answer, see Element 1. Score 5 points for each attitude, for a total of 15 points.)
- (1)
- (2)
- (3)
- b. Explain what important influence parents lose when the parent-child relationship disintegrates. (To verify, see Element 1. Score 5 points.)
2. Which of the following options correctly describe a **goal** of children's misbehavior? Circle (G) for Goal or (NG) for Not Goal for each option. (To verify, see Element 2. Score 2 points for each correct response, for a total of 14 points.)

- G NG (1) Laziness
- G NG (2) Power
- G NG (3) Irresponsibility
- G NG (4) Attention
- G NG (5) Lying
- G NG (6) Revenge
- G NG (7) Inadequacy

- b. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 2. Score 2 points for each correct response, for a total of 4 points.)
- T F (1) This module takes the position that most childhood misbehavior is the result of a particular stage of development; the misbehavior will typically cease as the child passes through the particular developmental stage.
 - T F (2) When children become discouraged, they are more likely to act in misbehaving ways to achieve their sense of belonging and security.

- c. Hyperactivity, bashfulness, or fearfulness are common behaviors associated with which of the following goals of misbehavior? Circle the correct response. (To verify, see Element 2. Score 2 points.)

- (1) Attention
- (2) Power
- (3) Revenge
- (4) Display of inadequacy

3. a. List and explain two of the four steps involved in the assessment of a problem behavior sequence. (To verify, see Element 3. Score 4 points for each step, for a total of 8 points.)

(1)

(2)

- b. Describe parents' typical emotional reactions to each of the following misbehaviors.
(To verify, see Element 3. Score 4 points for each reaction, for a total of 16 points.)

(1) Messiness

(2) Temper tantrums

(3) Lying and stealing

(4) Total incompetence

4. a. List two major problems associated with the use of punishment in disciplining children.
(To verify, see Element 4. Score 5 points for each problem, for a total of 10 points.)
(1)

(2)

- b. What is the main reason why parents are so accustomed to using such disciplinary measures as spankings and verbal reprimands or threats in disciplining their children? (To verify, see Element 4. Score 5 points.)

5. a. Explain the concept of "natural consequences" and give one example of its application. (To verify, see Element 5. Score 5 points.)

- b. Explain the concept of "logical consequences" and give one example of its application. (To verify, see Element 5. Score 5 points.)

- c. List two guidelines that would help parents apply consequences in a positive and constructive manner. (To verify see Element 5. Score 5 points for each guideline, for a total of 10 points.)

(1)

(2)

6. a. Explain what is meant by the term "encouragement." (To verify, see Element 6. Score 4 points.)

- b. Identify the two crucial attitudes about oneself that are reflective of a courageous person. (To verify, see Element 6. Score 4 points for each attitude, for a total of 8 points.)

(1)

(2)

- c. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 6. Score 4 points for each correct response, for a total of 12 points.)
- T F (1) In order to stimulate a courageous attitude, parents must not avoid focusing on the youngster's mistakes.
- T F (2) Parents should be responsive and affectionate toward the youngster when he or she is behaving in a socially appropriate manner.
- T F (3) Comparison of siblings' accomplishments can often stimulate some healthy competition and a courageous attitude.
7. a. List three categories of vertical communication and give an example of each. (To verify, see Element 7. Score 4 points for each category, for a total of 12 points.)
- (1)
- (2)
- (3)
- b. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 7. Score 4 points for each correct response, for a total of 12 points.)
- T F (1) Vertical communication is an exercise in cooperation.
- T F (2) Vertical communication typically undermines a youngster's belief in himself or herself.
- T F (3) Children who feel inadequate often elicit supportive responses from parents by acting overly confident.

8. a. Explain what is meant by horizontal communication. (To verify, see Element 8. Score 5 points.)
- b. In human relationships that are characterized by horizontal interaction, the value and worth of each individual's job or effort is based upon what criterion? (To verify, see Element 8. Score 5 points.)
- c. List two nonverbal behaviors that would be characteristic of a person employing a horizontal communication style. (To verify, see Element 8. Score 5 points for each behavior, for a total of 10 points.)
- (1)

(2)

Total value of points = 167

If your score is below 145, you should consult your supervisor or repeat those elements in which you did not do well.

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